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ABSTRACT

This CRitical Issues Bibliography describes resources that provide an overview of the issues involved for Native American college students, a minority group that is among the least likely to attend college and one that has a low graduation rate. The bibliography concentrates on cultural influences that affect the participation and success of Native Americans in higher education and on issues related to the recruitment and retention of this underrepresented minority. The bibliography also highlights model programs that help some students succeed, and it concludes with literature that discuss the problems and progress Native American students are making in the health professions, science, mathematics, and engineering. The bibliography concludes with sections on directories and Internet resources useful to researchers studying Native Americans in higher education. The annotated bibliography describes 53 resources, of which only the 2 Internet resources are not available through the ERIC database. (SLD)

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CRitical Issues Bibliography (CRIB) Sheet:

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Critical Issues Bibliography (CRIB) Sheet: Native American College Students

Native American students face significant barriers to academic success. They are one of the minority groups least likely to attend college, and their graduation rates have remained low. In this CRIB, we include resources that provide an overview of the issues involved. We concentrate on the cultural influences that affect the participation and success of Native Americans in higher education, and on issues related to recruitment and retention of this underrepresented minority. This CRIB also highlights model programs that are helping some students succeed and includes literature that discusses the problems and progress Native American students are making in the health professions and in science, math, and engineering. The bibliography concludes with sections on directories and Internet resources useful to researchers studying Native Americans in higher education.

Overview

EJ584979
Pavel, D. M., Skinner, R.R., Farris, E., Cahalan, M., Tippeconnic, J., and Stein, W. (1999). American Indians and Alaska Natives in postsecondary education. *Education Statistics* Quarterly, 1(1), 67-74.
Describes American Indians and Alaska Natives involved in all facets of higher education. Describes demographic characteristics, access to and enrollment in higher education, outcomes, financial aid, American Indian staff and faculty, and tribally controlled colleges.

ED427912
Pavel, D. M. (1999). American Indians and Alaska Natives in higher education: Promoting access and achievement. In: *Next Steps: Research and Practice To Advance Indian Education.*
This chapter draws on an extensive literature review to examine factors that influence the access and achievement of American Indians and Alaska Natives in higher education.

EJ595847
(1999).Guidance Counselors. *Winds of Change*, special issue, 70-74.
Four American Indian college counselors who work with Native students discuss their role in helping to recruit and retain Native students, the importance of student support groups on campus, negative stereotypes of students of color, outreach programs for Native high school and middle school students, and the emotional struggle of Native students leaving their family and reservation.

ED424081
Pavel, D. M., Skinner, R.R., Farris, E., Cahalan, M., Tippeconnic, J., and Stein, W. (1998). *American Indians and Alaska Natives in postsecondary education. Technical report.*
This sourcebook is a comprehensive compilation of data on American Indian and Alaska Native participation in higher education, primarily 4-year and 2-year universities and colleges, including

tribal colleges. Data cover undergraduate students, graduate students, and faculty, as well as student outcomes following graduation. Data sources include the National Center for Education Statistics, the Bureau of the Census, and various published surveys and reports.

EJ561745
Wollock, J. (1997). Protagonism emergent: Indians and higher education. *Native Americas*, 14(4), 12-23.
Traces the growth and development of higher education for American Indians during the 20th century. Discusses assimilationist educational policies (1870s-1920s), a tiny group of Indian college graduates who advanced Native higher education, early college preparatory schools and the role of the church, shift in federal policy (1930s), activism (1960s), Indian Education Act (1972), and establishment of tribal colleges.

ED382441
Davis, M. B., and others (Eds.). (1994). *Native America in the Twentieth Century: An Encyclopedia*. Garland Reference.
This encyclopedia contains articles reviewing important aspects of Native American life in the United States during the 20th century. Articles are arranged alphabetically by subject and were written by Native Americans, historians, anthropologists, and other specialists.

ED429289
vanLent, P. (1999). *The Image of Higher Education in American Indian Popular Literature*. Paper presented at the Annual Joint Meeting of the Popular Culture and American Culture Association, San Diego, CA.
The paper deals with four novels which target specific problems encountered by Native American students in college, i.e.: "Wolfsong" (Louis Owen); "Turtle Belly" (Joel Monture);"First Eagle" (Tony Hillerman); and "Agoak" (Yves Theriault). Parallels can be drawn between reality and the negative image of higher education in American Indian popular literature, since the primary reasons for higher education's failure with Native Americans are outlined in the novels discussed: social maladjustment, disinterested faculty, irrelevant curriculum, lack of a support network, alienation from personal heritage, racism, etc.

EJ582346
Jenkins, M. (1999). Factors which Influence the Success or Failure of American Indian/Native American College Students. *Research and Teaching in Developmental Education*, 15(2), 49-53.
Examines the culture-specific needs of Native-American students in higher education. Identifies family support, student-support services, and precollege preparation as factors contributing to academic success, and finances and cultural differences as contributing to failure. Asserts that developmental educators must be aware of these factors in order to facilitate these students' success.

EJ585250
Herring, Roger D. (1998). Native American Indian College Students: Implications for College Counseling Practice. *Journal of College Counseling*, 1(2), 169-80.

Counselors can enhance the development of Native-American college students by revisiting how they deliver services. Awareness of traditional Native-American values, interpretation of mental health, and indigenous healing practices is recommended. Content and process concerns in counseling are reviewed.

EJ573268
Thurston, K. (1998). Mitigating Barriers to Navajo Students' Success in English Courses. *Teaching English in the Two-Year College*, 26(1), 29-38.
Discusses the tremendous barriers to success in college that Navajo students face. Discusses five major forms: financial difficulty, family obligations, prescriptive attitudes toward Standard American English, instructor/faculty ethnocentrism, and ambivalence toward Western education. Discusses ways faculty can work to mitigate these barriers as well as those faced by all minority culture students.

ED414152
Garrod, A., and Larimore, C. (Eds.). (1997). *First Person, First Peoples: Native American College Graduates Tell Their Life Stories.*
This book presents 13 stories of Native American college students struggling for survival on several planes--intellectual, emotional, physical, spiritual--and striving for success in their own terms in a cultural setting not their own. Although all the students attended Dartmouth College and graduated, the salient common theme of the stories is the literal and figurative journey of these students from their home communities to the culture of this predominantly White college.

ED381302
Minner, S., and others. (1995). *Completing university degrees: Barriers for Native Americans.* In *Reaching to the future: Boldly facing challenges in rural communities.* Conference Proceedings of the American Council on Rural Special Education (ACRES), Las Vegas, Nevada.
This paper outlines results of three informal surveys identifying barriers that Native Americans face when trying to complete a college degree. For the first survey, 22 Native American students who had dropped out of Northern Arizona University indicated that family influences and responsibilities, lack of financial resources, campus attitudes towards Native Americans, and poor academic preparation were reasons for leaving school. In the second survey, nine Native American participants in their first year of a field-based special-education teacher training program were asked to identify the most difficult aspects of taking courses on a university campus and the most desirable traits in a university professor. In the third survey, nine Native American students in the field-based preservice program indicated that cultural traditions were sometimes a barrier to higher education for Native Americans, as were lack of financial support, inadequate high school preparation, alcohol and drugs, poor academic advising, and language barriers.

Recruitment and Retention

ED433795
Smith, T.Y. (1999). *Baccalaureate Degree Attainment and Precollege Academic Preparedness of Underrepresented Minorities.* AIR 1999 Annual Forum Paper.
This study analyzed retention and graduation rates of entering minority group freshmen from the 1989?96 cohort at 232 diverse colleges and universities using data from the Consortium for Student Retention Data Exchange (CSRDE), which consistently have indicated that graduation rates are lower for underrepresented minority groups of blacks, Hispanics, and American Indians. Findings are reported for: first-time freshman population, fall 1989 to fall 1996; retention rate by race; graduation rate by race; graduation rates and institutional selectivity; classification of CSRDE institutions by selectivity; enrollment of underrepresented minorities; and graduation rates of underrepresented minorities and institutional selectivity.

EJ584555
Howarth, R. (1999). Reaching new heights: Native kids get a tochold on a college degree. *American Indian Report*, 15(3), 12-15.
College prospects for American-Indian youth are brighter than in the past, with two-and four-year college enrollments up and American-Indian SAT scores rising. Anti-affirmative-action policies are having some chilling effects on minority enrollments nationwide, but certain tribes and universities are working together to strengthen college preparation and support the adjustment of Indian college students.

ED435514
Thomason, T.C., and Thurber, H.J. (1999). *Strategies for the recruitment and retention of Native American students.*
This paper describes issues involved in increasing the number of Native American students in higher education, with a specific focus on psychology and rehabilitation training programs. The paper also describes many specific strategies for use by colleges and universities to recruit, retain, and graduate Native American students.

EJ595842
Campus Cameos. (1999). *Winds of Change*, special issue, 18-25.
Describes six colleges that work hard to retain American Indian students through faculty/student connections, American Indian Studies programs, links to the wider community, mentoring programs, tutoring, or other support programs. Looks at Colorado College, Crownpoint Institute of Technology, Eastern Washington University, Michigan State University, Purdue University, and San Jose State University. Sidebar lists questions to consider about college.

ED432448
Denes, R., and Highsmith, R. J. (1998). Keeping Score: Comparative Performance of Engineering Institutions in Creating Access, 1997-98. *NACME Research Letter*, 8(2).
This document offers a snapshot of enrollment and graduation statistics of African Americans, Latinos, and American Indians in engineering institutions in the United States. This data

provides the baseline for a series that will examine institutional productivity over time and will include analyses of retention and effective university policy in addition to ongoing access.

ED414108
Wells, R.N., Jr. (1997). *The Native American Experience in Higher Education: Turning Around the Cycle of Failure II.*
Thirty two-year and four-year colleges and universities from among the 91 serving the largest percentage of Native American students were surveyed as a follow-up to a similar survey in 1988. The purpose was to obtain data on Native Americans enrolled in higher education and to ascertain what factors contribute to their success or failure. It was discovered that reliable data are not available for Native American student performance and outcomes, financial aid, student retention and matriculation, and Native American curricular offerings.

EJ548621
Brown, L.L., Robinson K., and Sharon E. (1997). Psychosocial factors influencing academic persistence of American Indian college students. *Journal of College Student Development*, 38(1), 3-12.
Using a five-year longitudinal study, examines psychosocial factors related to the academic persistence of 288 American Indian college students. Findings indicate that academic preparation and aspirations, academic performance, and interactions with faculty and staff best differentiated between students who persisted in school and those who did not.

EJ539956
Meyers, G. B. (1997). Keeping students in college: What's working? *Winds of Change*, 12(1), 58-59.
The 1996 RETAIN (Retention in Education for Today's American Indian Nations) Conference addressed the low number of Native Americans enrolled in higher education and highlighted successful Native American retention and academic support models. Lists important features in a college program and questions that students should ask about college retention programs.

ED420216
Lintner, T. (1996). *The forgotten scholars: American Indian doctorate receipt, 1980-1990.*
This study provides a multifaceted descriptive analysis of the patterns and preferences of American Indian doctorate recipients. It is based on data from the National Research Council's Doctorate Records Project (DRP) for the period 1980-90. The study found that for the 11?year period, American Indians received 984 doctorates out of a total of 451,218 doctorates awarded. Of these 984 doctorates, 57 percent were awarded to males and 43 percent to females.

EJ512516
Dingman, S.M., and others. (1995). Predicting academic success for American Indian students. *Journal of American Indian Education*, 34(2), 10-17.
Eighty American Indian students enrolled in Montana colleges and universities completed eight tests of cognitive function. Academic success (as measured by number of quarters completed) was related to three measures of simultaneous processing: orientation, form completion, and

localization. These measures are seldom included on standardized intelligence tests.

EJ514460
Dodd, J. M., and others. (1995). American Indian student retention. *NASPA Journal*, 33(1), 72-78.
Presents results of study undertaken to learn what academically successful American Indian students at one postsecondary school encounter and what persons and/or support services help with their academic success. Most students indicated family of primary support. Few reported obstacles were academic, indicating the importance of student support services.

EJ541697
Tierney, William G. (1995). Addressing failure: Factors affecting Native American college student retention. *Journal of Navajo Education*, 13(1), 3-7.
This keynote address of the 1996 RETAIN Conference (Retention in Education for Today's American Indian Nations, University of Arizona) addresses factors affecting the retention of American Indian college students. Includes institutional strategies to meet the needs of American Indian students, student strategies to increase their chances for graduation, and family strategies to reinforce the importance of education.

Model Programs

EJ580372
Shivers, L.D. (1999). Alcohol Research Center in Colorado. *Winds of Change*, 14(1), 70-71.
A summer program at the Alcohol Research Center (University of Colorado) introduces American Indian and other college students from across the country to opportunities in research and graduate programs in science and medicine. The eight-week program arranges for housing, expenses, a stipend, and a mentor. A related summer program brings high school science teachers to the center's labs.

EJ595845
Sorensen, Barbara. (1999). A summer journey: The 1999 College Horizons Program. *Winds of Change*, special issue, 58-64.
In 1999, College Horizons brought 50 American Indian high school students from 28 tribes to the Native American Preparatory School in Rowe, New Mexico, for a unique seminar. During the week-long summer seminar, college representatives presented intensive workshops and large-group sessions on the college application process, including essay writing, interviewing, financial aid, and dealing with racism.

ED417883
Prater, G., and Lewis, J.B. (1998). *Pinon Preparation Program (PPP): Meeting the needs of rural Native American students through site-based education programs*. In *Coming together: Preparing for rural special education in the 21st century*. Conference proceedings of the American Council on Rural Special Education, Charleston, SC.
This paper examines the experiences of Navajo college students participating in a site-based

teacher preparation program in a remote community on a Navajo Reservation. The 10 students (9 women and 1 man) work as teaching assistants in the Pinon Unified School District (Arizona). Having previously completed required Liberal Studies courses, the students take all of the courses needed to become certified elementary and special education teachers during the 2-year site-based program.

EJ563532
Nichols, L.S., and Nichols, T. (1998). 2 + 2 + 2: Collaborating to enhance educational opportunities for Native Americans. *Journal of Family and Consumer Sciences*, 90(1), 38-41.
Describes an articulation agreement for two years at reservation high schools, two years at tribal colleges, and two years at South Dakota State University designed to increase the numbers of Native American college graduates. Discusses these components: faculty immersion, curriculum review and revision, student support systems, and experiential learning.

ED415825
Lee, W.Y. (1997). *Transitioning from high school to college: Surviving a clash of educational cultures.* Paper presented at the Annual Meeting of the Association for the Study of Higher Education, Albuquerque, NM.
This study examined the role of the North Carolina State University Transition Program (UTP) in enhancing transition of disadvantaged students from high school and increasing their persistence to degree. The UTP, which targets academically underprepared African American and Native American students, provides special courses and counseling services.

EJ556064
Oliver, J.N. (1997). Students participate in summer program. *Winds of Change*, 12(4), 68-71.
The Agricultural Research Service provides "hands-on" work experience in a research laboratory to college students interested in agriculture, science, math, and other related fields. Three Native American college students describe how participating in this summer intern program has helped them pursue their educational goals.

EJ556061
Stark, J. (1997). Two world walkers: The Eagles in Aerospace Program. *Winds of Change*, 12(4), 24-25.
The Nez Perce council, NASA, and the University of Idaho initiated a program that enables Native American students to identify and correspond with Native American professionals in aeronautical careers who are willing to mentor these students. The goal is to move academia and academic programs into the realm of Native American identity, ideology, and thinking.

EJ539953
Windham, T.L. (1997). Bridging two worlds: Native American students bring traditional knowledge to the study of atmospheric sciences. *Winds of Change*, 12(1), 38-42.
Four Native American college students who participated in the summer science program, Significant Opportunities in Atmospheric Research and Science (SOARS), discuss how the program allowed them to integrate traditional and Western knowledge. SOARS provides

educational, research, and financial support to minority students completing undergraduate and graduate programs in atmospheric and related sciences.

ED424043
First Nations Development Inst., Fredericksburg, VA. (1997). *Haskell Builds a Home for Entrepreneurs in Indian Country.*
This article describes the new associate of arts degree in entrepreneurship at Haskell Indian Nations University, Lawrence, Kansas. Offered in Haskell's Center for Tribal Entrepreneurial Studies, the program comprises four culturally appropriate courses. Further goals of the program include installment of a case study training program in entrepreneurship to enable others to teach it, extension of entrepreneurial teaching to tribal councils nationwide, and introduction of an entrepreneurial component into the Haskell elementary teacher education program.

ED398039
Gilbert, W. S. (1996). *Bridging the gap between high school and college: A successful program that promotes academic success for Hopi and Navajo students.* Paper presented at a national conference, Retention in Education for Today's American Indian Nations, Tucson, AZ.
During 1988-91, the School, College, and University Partnership (SCUP) program at Northern Arizona University (NAU) provided services to disadvantaged students in seven rural high schools on or near the Navajo and Hopi reservations. Many of these students came from low-income families, lived in geographically isolated locations, and attended schools with limited resources. SCUP helped students develop the academic skills needed for higher education and provided support for the school-college transition.

ED436336
Chavers, D. (Ed.). (1996). *Exemplary programs in Indian education, second edition.*
This directory profiles 16 exemplary programs serving American Indian students in elementary and secondary schools, colleges, and community adult education programs. An introduction discusses what "exemplary" means, the history of Indian education, the lack of Indian programs in the National Diffusion Network's (NDN) directory of exemplary programs, characteristics of exemplary programs, and other exemplary programs in the United States. Each program entry contains: contact information, program focus, population served, personnel, sources of support, indicators used to measure program success, changes in baseline indicators over time, evaluation methods, technology use, details of program features contributing to success, comments on program replication, outreach efforts, parent involvement, student selection, and recognition or awards received.

EJ525050
Fugate, S. (1996). The Kellogg Foundation: Building leadership. *Winds of Change*, 11(2), 44-46,48.
Program at Bay Mills Community College (Michigan) builds leadership skills among American Indian students, develops staff training modules for tribally operated family programs on reservations, and improves college curriculum to meet family and community needs. W. K. Kellogg Foundation funds 10 such projects as part of its Families and Neighborhoods Initiative.

Also describes Foundation's Native American Higher Education Initiative.

EJ528301
Swisher, K.G. (1995). The Haskell Indian Nations University model for elementary teacher education. *Journal of Navajo Education*, 12(3), 32-40.
A four-year teacher education program at Haskell Indian Nations University (Kansas) prepares American Indians and Alaska Natives to teach Native American children. In addition to the knowledge needed by all teachers, the program focuses on knowledge relevant to American Indians, such as foundations of Indian education, learning styles of Indian children, and culturally appropriate curriculum materials.

Mentoring

EJ580221
Lintner, T. (1999). Cycle starters: American Indian doctorates as role models. *Tribal College*, 10(3), 46-49.
Suggests that, when looking for ways to increase American-Indian presence in higher education, American-Indian doctorates should be contacted. Asserts that these scholars can serve as role models and mentors to increase educational access and student retention.

EJ580370
Windham, T. (1999). Mentoring: Contemporary use of a timeless resource. *Winds of Change*, 14(1), 16-19.
The role of mentor is inherent to traditional American Indian societies, and American Indian students benefit greatly from mentoring. Discusses a handbook and two programs that emphasize mentoring in helping American Indians, other minorities, and women pursue higher education leading to careers in science, mathematics, engineering, and technology. Sidebar describes these mentoring resources and how to contact them.

EJ528297
Luna, G. (1995). Mentoring university Navajo pre-service education students. *Journal of Navajo Education*, 12(3), 8-13.
A mentoring program matched 15 Navajo teacher education students with Native American faculty and staff at Northern Arizona University through preassessments that determined mentors' and students' preferred style of mentoring. Mid- and postproject evaluations revealed that specified career and psychosocial needs of students were met and that all but one student were retained in the teacher education program.

EJ512536
McGee, R., and Cody, H.H. (1995). Cultivating mentors. *Winds of Change*, 10(3), 32-34.
Describes the Mayo Minority Scholars Program, which helps American Indian and other minority students become doctors, medical faculty, or biomedical researchers by matching them with appropriate mentors. Relates the authors' perspectives and experiences as mentor and student. Includes program and contact information.

Health Professions

EJ597900
Westberg, J. and Blue Spruce, G., Jr. (1999). Native Americans in the health professions. *Winds of Change*, 14(4), 88-94.
Dr. George Blue Spruce, Jr., who became the first American Indian dentist in 1956, shares his views on health professions for Indian young people, as well as his own experiences. Resources for prospective dental students, information on the Society of American Indian Dentists, and inspiring stories of American Indian healers are provided.

EJ588540
Westberg, J. (1999). Native Americans in the health professions: Two interviews. *Winds of Change*, 14(3), 22-30.
Interviews with Dr. Joseph Bell, president of the American Association of Indian Physicians (AAIP), and Wabanang Kuczek, physician assistant, discuss health-care services needed by Native people, AAIP efforts to recruit Indian students into medicine, links to traditional healing, key health issues facing Indian people, and career opportunities as a physician assistant. Sidebars describe resources for health professions.

EJ539954
Boswell, E. (1997). Following their dreams: Native American students pursuing medical school. *Winds of Change*, 12, 1, 46-48.
Four Native American first-year medical school students from Montana discuss their career choice and their goals for establishing medical practices in Native American communities. A regional program has enabled the students to take their first year of classes at Montana State University-Bozeman and to complete their studies at the University of Washington School of Medicine (Seattle).

EJ531860
Upvall, M.J. (1996). Completing the circle: Nursing education in the Navajo Nation. *N&HC: Perspectives on Community*, 17(5), 230-35.
Describes the baccalaureate nursing program for Native Americans in Ganado, Arizona. Closed in 1951, it is reopening with an emphasis on community health. The program, run by Northern Arizona University, is the first school of nursing for Native Americans.

ED411105
North Dakota Univ., Grand Forks. College of Nursing. (1996). *Nursing...A Tradition of Caring. Quentin N. Burdick Indians into Nursing Program. North Dakota: Author*
American Indians are underrepresented in the nursing profession. In fall 1990, the University of North Dakota (UND) College of Nursing received funding to increase the number of nurses providing health care to Indian people. In 1992, Recruitment/Retention of American Indians into Nursing (RAIN) became one of three Quentin N. Burdick Indian Health Programs at UND. RAIN aims to recruit American Indians into UND baccalaureate and master's nursing programs

and to provide services to American Indian students to foster self-confidence and success. This document also describes mentoring, nonacademic retention strategies, multicultural activities, application procedures, various tracks and certifications within the nursing program, and student financial aid. Includes photographs.

Science/Math/Engineering

ED433216
Clark, J.V. (1999). *Minorities in Science and Math. ERIC Digest.*
Looking to the year 2000 and beyond, this digest explores the lack of individuals entering the fields of science, especially underrepresented minority students such as Blacks, Hispanics, and American Indians. Sections include: (1) "Changing Demographics"; (2) "Status of Minorities in Science"; (3) "Barriers to Success"; (4) "Transforming Teaching and Learning"; (5) "Suggestions for Teachers"; (6) "Parental Involvement"; and (7) "The Challenge."

ED432209
Quality Education for Minorities Network. (1997). *Weaving the web of MSE success for minorities: Top ten colleges and universities report.* Washington, DC: Author.
This study identifies the institutions of higher education which are the most productive in the number of degrees in mathematics, engineering, and science (MSE) awarded to minority students (African Americans, American Indians, and Hispanics). Using 1992-93 data, the study focused on the 17 states (and Puerto Rico) in which minority students represent at least 25 percent of high school graduates. The main body of the report presents data on the top 10 institutions in each of the 17 states, including general data for the state as a whole as well as specific information on MSE minority-focused activities for each institution. A summary chapter notes types of programs and services frequently offered by these institutions and offers recommendations. The questionnaire is appended.

EJ546499
Brazziel, W.F., and Brazziel, M.E. (1997). Distinctives of high producers of minority science and engineering doctoral starts. *Journal of Science Education and Technology*, 6, 2, 143-53.
Identifies institutions that are successful in sending Indian, Hispanic, and Black students on to graduate study in science and engineering. Reports on site visits and interviews at 10 of the top institutions. Identifies valuable threads among the practices for talent development among the populations under study. Presents an initiatives checklist for developing minority science and engineering doctoral starts.

Directories

ED435523
Sorensen, B., and Pierce, D. (Eds.). (1999). *"Winds of Change" Magazine's 6th annual college guide for American Indians.*
This guide provides college information tailored for American Indian and Alaska Native students, their families, and their counselors. The heart of the guide is a unique compilation of

199 schools selected because they have a supportive American Indian community and graduate a good percentage of their Native undergraduates. Resources available on the Internet are briefly described. The guide contains photographs and many paid advertisements describing opportunities for Native Americans in colleges, universities, and corporations.

ED410822
Schlachter, G.A., and Weber, R.D. (1997). *Financial Aid for Native Americans, 1997-99. First Edition.*
This directory contains information on programs open primarily or exclusively to Native Americans including scholarships, fellowships, loans, grants, awards, internships, state sources of educational benefits, and general financial aid directories for minorities. The directory is divided into six sections. Within sections, each entry lists program title, address and telephone number, purpose, eligibility, financial data, duration, special features, limitations, number awarded each year, and deadlines for application.

ED401079
Hammer, P.C., and Beasley, H. (Comps.), (1997). *Native Education Directory: Organizations and Resources for Educators of Native Americans.* {Revised.}
This directory provides information on organizations, government agencies, institutions of higher education, periodicals, publishers, and other resources useful to persons involved in the education of American Indian and Alaska Native students. Section 1 describes approximately 80 international, national, and multistate nongovernmental organizations, listed alphabetically in four categories: advocacy, networking, and reform; research, development, technical assistance, and training; funding and sponsorship; and youth leadership, mentoring, and service.

Internet Resources

Bureau of Indian Affairs, Office of Indian Education Programs: Higher Education
http://www.oiep.bia.edu/contact.htm
Information on Higher Education Grant Program, Special Higher Education Grant Program, and Adult Education Program.

FinAid! The SmartStudent Guide to Financial Aid: Financial Aid for Native American Students
http://www.finaid.org/otheraid/natamind.phtml
Includes information on eligibility, sources, and other related resources.